



THE SUTTON TRUST
Annual Report

2009



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What We Do



The main objective of the Sutton Trust is to improve educational opportunities for young people from non-privileged backgrounds and to increase social mobility.

The Sutton Trust was founded in 1997 by Sir Peter Lampl with the aim of promoting social mobility through education. It has funded a wide range of access projects in early years, school and university settings, and now focuses on research, policy and innovative practical projects with a system-wide relevance.

The Trust exists to combat educational inequality and prevent the subsequent waste of talent. It is particularly concerned with breaking the link between educational opportunities and family background, and in realising a system in which young people are given the chance to prosper, regardless of their family background, the school they happen to attend or the area in which they live.

As disadvantage starts before young people are born and continues through to the workplace, the Trust's interest covers parenting and early years projects; primary and

secondary schooling; and access to university and the professions. At later ages we have a particular focus on academically talented young people.

Since 1998 the Trust and its partners have committed over £27 million to educational access projects and research.

Funding

Research and practical projects funded by the Trust are commissioned from partners within our existing network of contacts in universities, schools and voluntary organisations.

The Trust does not accept unsolicited grants. If you have a project in line with our aims and approach, above, please contact us to discuss whether it is likely to receive support. The Trust does not, as a matter of policy, provide funding for individuals or arts projects.



CHAIRMAN'S Message

The issue of social mobility featured more highly than ever in the public policy debate in 2009 and the Sutton Trust continued to be at the heart of the discourse.

The beginning of the year saw the publication of the White Paper, *New Opportunities – Fair Chances for the Future*, which set out the Government's plans for boosting mobility throughout the life course. Then, later in the year, Alan Milburn's panel on access to the professions released its report amid a tide of media coverage around Britain's 'closed shop' mentality. And, as we approached Christmas and the New Year, issues around educational opportunity and wasted talent were at the fore once again as the Conservatives outlined their proposals for closing the attainment gap between rich and poor.

Many of the policy positions set out in these documents resonated with the Trust's work – and in many respects our research and projects informed their development in a substantial way. For instance, the Trust made a comprehensive submission to the Panel on Fair Access to the Professions and our two Directors gave evidence on the subject alongside Alan Milburn to the

House of Commons Education Select Committee. Our Pathways to Law programme provided an excellent case study of effective co-operation between the professions, higher education and schools and Milburn's final report drew heavily on our research into the educational backgrounds of leading professionals. In fact, all ten of the substantive policy proposals the Trust put forward to the Commission were adopted by it in full.

So in 2009 the direction of travel in policy terms has been very much in line with the Trust's thinking – whether that be on the paucity of realistic and impartial careers and education advice in schools; the need to focus on fair access to leading universities as well as raising aspirations generally; and the importance of early years interventions and the crucial role of parents in determining life chances. The test, of course, is whether the rhetoric is translated into reality and the Trust has an important role to play here too. Indeed, our 'do-tank'

model has always been to research an issue, highlight the problem and identify innovative, policy relevant solutions to addressing it – and this is particularly true in the Trust's new guise. Our short history is marked with a number of examples where this approach has led to lasting change, from university summer schools to school transport to reforms to school admissions.

The most prominent example of this way of working in 2009 was our project around innovative university admissions schemes. Frustration with the sometimes slow progress in widening access to research-led universities meant we were keen to find new ways – beyond summer schools and outreach work – to ensure talented non-privileged young people realise places at highly selective universities. Our first step was to undertake a review of the international evidence around the effectiveness of innovative schemes and to look at what could translate to the UK context. Then, with our university partners, we developed an

innovative three year pilot scheme, Sutton Trust Academic Routes (STAR) inspired by overseas practice and the best from our own country. STAR supports able disadvantaged students from their GCSE year to the end of the sixth form, offering a guaranteed pathway to a top university place. Importantly, the project is the first of its kind in the UK to be evaluated using a randomised control trial, so we will be able to answer more fully than ever before the question of what works – crucial at a time of looming cuts.

Despite new solutions, many of the inequalities remain depressingly constant and our research continued to shed new and revealing light on their root causes. Our study around attainment gaps in schools with differing levels of disadvantage showed the raw deal that many high-achieving pupils in our poorest communities are getting. This issue was reinforced by a study later in the year which found that students in independent schools were substantially more likely to achieve top grades in the highly valued GCSE and A-Level subjects which lead to the most selective universities.

The question of how future policy developments will impact on these inequalities looms larger than normal at present. 2010 will see a General Election and, possibly, a new government. The effects of the financial crisis on public spending, meanwhile, will not only be felt next year, but for the foreseeable future. The most immediate consequence in our field is already clear: a cut in university funding at a time when

record numbers of applicants are looking for higher education places. We must make sure the squeeze in places does not undo much of the good work of the last ten years and more. The Trust is in a good position to face these challenges as we have always been conscious of the need to prove impact and value for money in our work.

In the last quarter of the year, the Boston Consulting Group began a pro bono analysis for the Trust on the most cost-effective investments for boosting social mobility through education. The result of this excellent work will be a portfolio of innovative schemes to be piloted by the Trust and others, and a second list of new policies to advocate to government. The work sets an ambitious and exciting agenda for our future – and shows that despite our 13 year age and the unprecedented challenges of the day, there are plenty of new ideas and much more to do.

Finally, I would like to sincerely thank all those who make our work possible – the academics, thinkers and project directors who are behind our work; and the policy-makers, education leaders, officials and others whom we try to influence and inform. I would particularly like to thank the dedicated team at the Trust, as well as my fellow trustees and advisory board members, who ensure we remain relevant and focused on our core objective: improving the life chances of non-privileged young people.

Peter Lampl

May 2010

Supporters

The Trust is grateful to the many individuals, foundations and corporate partners who have contributed to the work of the Trust and its grantees over the course of the year.

Alex Roberts Miller Foundation

Allen and Overy

Arcadia

Boston Consulting Group

DLA Piper

Eversheds

Emma Warson

Freshfields

Glenn and Phyllida Earle

Linklaters

Lisbet Rausing
and Peter Baldwin

Lovells

Nancy Drucker and
the Henry Drucker Fund

Perry Capital

Simmons and Simmons

The College of Law

The Halifax



Early Years

The Trust continues to see the early years as critical in shaping the future life chances of children from non-privileged homes. Children from poor backgrounds are already one year behind their more affluent peers by the time they reach school age. Our main interest is in the concept of parents and carers as first educators – equipping them with the skills and knowledge to help their children develop and grow, particularly in the face of socio-economic disadvantage.

Early Explorers

Health visitors have significant access to large numbers of parents via health clinics – and the potential of this access can be greatly enhanced when health visitors work in partnership with professionals trained to support parents as first educators.

The Early Explorers pilot project puts this theory into practice. Early Explorers introduces PEEP's (Peers Early Education Partnership) well-established Learning Together programme into child health clinics to help tackle the isolation of marginalised families in a new and innovative way. This approach brings together early learning practitioners and health professionals to collaborate in supporting the parent and carers of children at risk of educational underachievement to enhance the quality of their early learning and development. The sessions also offer an opportunity to identify particularly vulnerable

families who are then offered more intensive support, either via a group or through one to one work at home. Progression routes are identified into other services as needed.

Following on from the three year pilot, the Sutton Trust is contributing to an evaluation led by Professor Jane Barlow at Warwick University which will seek to analyse how the roles of practitioners integrate; how colleagues learn from each other; and understand how the outcomes of services offered by both can best be used to support families to enhance their children's well-being. The results of this study will be used to inform the extension of Early Explorers into two contrasting areas – one in an inner city setting, the other serving a rural community. It will also inform the development of a training strategy that will be used to promote integrated working for use by early years and health professionals which will be rolled-out via a national network of trainers.

Room to Play

Room to Play is a specialist outreach project that breaks down the barriers to inclusion. It is well documented that the reach of statutory early years services (such as Sure Start) is problematic, and there is evidence that their use is in inverse relation to need, with those who are most vulnerable least likely to take up offers of support. Typically, those who do not participate are younger, less well educated and in less stable relationships – the group often referred to as 'hard to reach'. Consequently, developing services that are more in sympathy with the needs of isolated families has become a primary focus of policy and a challenge for providers.

Room to Play seeks to address this need; it is a drop-in style provision which aims not only to welcome all parents and carers, but also to extend their existing parenting practices. It is open to everyone, but it is intended to be of particular value to families with children whose life chances may be compromised by the circumstances in which they live and whose families do not already



access available services. The initiative is based in a shop unit in a busy community shopping centre at the heart of one of the most deprived areas of an otherwise prosperous city. By making an offer of a 'place to pop in to' in a neutral venue, and with the ability of the staff to build strong non-judgmental relationships, the programme is accessible to an unusually wide-range of families, including the hard-to-reach.

The Sutton Trust has supported the development of Room to Play, with partner funders, over a number of years. Following a positive evaluation of the programme by Professor Kathy Sylva and her team at the University of Oxford, the Trust is now supporting the dissemination of the model and lessons learnt to a number of other disadvantaged communities.





Projects

The Trust is a 'do-tank' which not only undertakes research and advocates policy change, but also funds, develops and tests innovative practical solutions to educational inequality. Our project work has a particular, but not exclusive, focus on young people from non-privileged backgrounds with academic talent. A number of our projects are aimed at ensuring this group make the most informed and appropriate choices for their futures; and that these choices are not prejudiced by a lack of aspiration or misinformation.

University Summer Schools

Our ever popular summer schools ran for their twelfth year in 2009, with the number of applications reaching a record level of almost 4,400, up by nearly 30 percent on the previous year, with the number of places also increasing to 900.

Funded by the Sutton Trust with the generous support of its partners and host universities, the week long summer schools are designed to give bright students from non-privileged homes a taste of life at a leading university. The aim is to demystify such universities and to equip students – most of whom will be the first in their families to go on to higher education – with the knowledge and insight to make high quality applications to prestigious institutions. Every year we try to reach more schools which rarely send students on the programme, as this is where aspirations towards the

elite universities are likely to be particularly low and where advice on negotiating admissions arrangements is particularly needed.

Analysis shows that the summer schools are successful at targeting those it is designed to help. Of the sixth formers who attended, all met at least one of the eligibility criteria, whilst 97 percent met at least two and 82 percent matched three. Three quarters of the students came from schools with a lower than average attainment rate at A-Level.

Research continues to demonstrate that the summer schools are effective in raising the aspirations of young people and supporting them on a route to a highly selective university course. Tracking data on the 2007 cohort (who started university in the Autumn of 2009) shows that Sutton Trust students were three times as likely to apply to one of the five summer school universities as applicants from a comparator group

of students from similar backgrounds and with similar levels of attainment. Significantly, six in 10 students have begun their degrees at one of the elite Russell Group universities, and one quarter ended up at one of the five host summer school universities.

Reach for Excellence

Funded by Halifax and the Sutton Trust, Reach for Excellence is a two year initiative run in partnership with the University of Leeds which aims to raise the aspirations of non-privileged young people who have the potential to attend research-led universities.

The students who participate are from schools and colleges with low higher education participation rates in the area around the university. They receive a comprehensive package of guidance throughout their sixth form studies, including subject tasters, study skills workshops, impartial pre-entry guidance, financial literacy sessions, e-mentoring and a residential summer school. All of these elements are designed to raise aspirations, boost confidence, and provide accurate and realistic guidance about future options.

As with all major Sutton Trust projects, the impact of Reach for Excellence is being rigorously assessed. The National Foundation for Educational Research is conducting an evaluation of the programme over five years using a control group of young people from similar backgrounds and abilities. The first results of the research show that the programme is successfully reaching those it is designed to help, with 86 percent being first



generation university applicants and 85 percent gaining between nine and 18 GCSEs graded A* to C. Crucially the analysis underlines the difference Reach for Excellence is making to young people, with students on the programme being twice as likely as similar students in the comparison group to enter a research-led university.

Imperial College Mathematics Summer School

Established in reaction to evidence of a decline in young people from non-privileged homes choosing to study mathematics in further and higher education, the Sutton Trust and Arcadia have been funding the Imperial College Maths summer school since 2006.

The programme is designed for Year 10 and 11 students in state schools who take part in a range of mathematical investigations at the university, giving them the



opportunity to improve their GCSE knowledge, as well as to better understand the role of maths in society, the routes to mathematics and related degrees, and the careers these subjects can lead to. Each year Imperial devises an exciting series of themed mathematical activities, master classes, hands-on computer sessions and on- and off-site visits which are used to engage those taking part and build their confidence in the subject.



As with all our initiatives, the project has a particular focus on those from non-privileged backgrounds who may be less likely to consider both the subject and studying at an elite university, like Imperial. The fourth Institute for Mathematical Sciences outreach summer school was held in July 2009, and proved to be successful in recruiting such students, with 70 percent of beneficiaries coming from backgrounds with no history of university-level study, and many also coming from schools serving areas of deprivation.

Excited About Science

The decline in the take up of Science, Technology, Engineering and Maths (STEM) subjects in recent years – and the importance of these subjects in the future economy – was also behind the Excited About Science project with Exeter University. This initiative is designed to encourage students to consider pursuing further study in science, as well as highlighting the career opportunities it can offer. Open to bright non-privileged Year 11 students from

local state schools who demonstrate scientific flair, the project provides the opportunity to participate in an array of scientific activities, as well as to gain an understanding of higher education options. Pupils also attend a revision day to help them do their best in their GCSE exams.

Since the programme has been running it is clear that Excited About Science has been a success. Of those who participated in 2009, six in ten achieved better science GCSE results than predicted by their teachers at the beginning of the scheme. Furthermore, of those whose destinations are known, half are now studying science A-levels and intend to progress to university.

Cambridge University STEP Easter School

The Cambridge STEP programme is intended to support young people from state schools who have received a conditional offer to read mathematics at the university. The programme provides students with focussed help in passing the Sixth Term Examination Paper (STEP) – a standard requirement for entry to the Cambridge Maths Tripos, but a particular obstacle for students from schools which do not offer Further Maths A-Level or intensive maths support.

The four-day Easter school reaches 70 state school students each year and has led to substantial improvements in the STEP pass rate – and thus the take up of places to read maths at Cambridge by sixth-formers from less affluent homes.

University of York Advisers' Summer School

In 2008 the Trust's report for the National Council for Educational Excellence which highlighted that at least half the careers and education advice in state schools was in some way inadequate or inappropriate. This year, research we commissioned from the London School of Economics found that high ability students attending the poorest schools were ten times more likely to take vocational qualifications than pupils in the most advantaged schools. Meanwhile, a study by Durham University found that the proportion of young people receiving a formal careers advice meeting had fallen significantly in the last 12 years. The Trust's concern is that too many school children are making poorly informed choices – dictated by their background and school rather than their talents and aspirations – which puts them out of the running for certain education and career choices later in life.

With this in mind, the Trust funded a two day pilot course at the University of York where Personal and Careers Advisors could gain a better understanding of how the higher education system works – a topic that is sometimes neglected within the broad remit of Connexions. The programme was specifically targeted at advisors from the North East, and covered issues such as developments in the 14-19 curriculum, higher education applications, student life and graduate careers. Feedback from those who took part showed they felt more knowledgeable as a result of



the course, and felt more confident in providing information to young people who had the potential to study at research-intensive universities in particular.

Future First

The 'old school tie' network has long been used by those educated in fee-paying schools to improve the educational and work opportunities available to them and their families. The Trust has for a number of years been interested in extending these networks to non-privileged young people so that they too have support in negotiating today's complex education and labour markets.

During the course of the year the Trust became involved in the work of Future First – a social enterprise founded in 2008 to build networks of former students to advise and inform state school students about their career and education opportunities. Future First started by working with William Ellis School, an all-boys inner-city London comprehensive with over 20 percent of students eligible for free school meals, and has successfully built an alumni network of former students to provide students in years 10 to 13 with a series of events to motivate, inspire and guide their future choices.

An important element of the scheme – which now reaches six schools – has been to support face-to-face alumni contact with the development of interactive websites for each school. The programme also offers a range of work placements through the network, including over 50 days of work-shadowing opportunities with



leading barristers. The Trust is working with Future First on the evaluation and expansion of its programme over the coming year.

Primary Teachers' Pack

In addition to working to reduce inequalities in accessing higher education in secondary school and post-16 contexts, the Sutton Trust has become increasingly aware of the importance of raising aspirations earlier on. Prompted by our policy work in this area, in 2008 the Prime Minister's National Council for Educational Excellence recommended that every primary school dedicate time to raising pupils' understanding of university and that primary school children should have an opportunity to visit a university campus.

In response, the Sutton Trust began working with the University of Liverpool to produce a primary school Teachers' Pack containing a variety of engaging and user-friendly HE-related activities to help Year 5 and 6 pupils become familiar with the concept and vocabulary of higher education.

Incorporating Liverpool's highly successful Professor Fluffy character, the packs were designed to help busy teachers give accurate, up-to-date and high quality information – and to link to the key stage 2 curriculum. The Trust sponsored the distribution of packs – which were launched at a high-profile House of Lords event – to 150 schools in areas with low higher education participation rates, and a total of 280 have since been bought by primary schools across the country.

Educated Pass

This programme, run by Edinburgh University, aims to engage young people with education through football – and particularly to address the underachievement of teenage boys.

Through a six session programme, the initiative stresses the importance of study and of considering future education and career options in the context of sport and professional football. The Trust has supported this innovative and successful programme since 2008.



Access to the Professions

The Trust has undertaken a number of studies highlighting the social exclusivity of the most influential and coveted professions in the UK – a symptom, in our eyes, of relatively low social mobility overall. Addressing the obstacles which prevent talented young people from entering the professions – which are connected to cultural attitudes and expectations as well as educational access and underachievement – is a priority for the Trust.

Panel on Fair Access to the Professions

Prompted in part by the Sutton Trust's work in this area over a number of years, the Prime Minister asked former Health Secretary Alan Milburn to lead a panel examining questions of fair access to the professions. The remit of the Panel, which was formed in January 2009, was to analyse the processes and structures that govern recruitment into key employment sectors and to identify actions that the professions and others could undertake to improve access for non-privileged youngsters.

The Trust made a significant submission to the Panel and proposed a series of ten recommendations for government, the professions, schools and universities. Among these were proposals for schools to improve the soft skills of their students, which the professions increasingly demand; a call to improve the information,

advice and guidance service in schools, which all too often is poor; a need to make work experience and internship opportunities fairer and accessible to young people from all backgrounds; a need to improve access to 'gateway' post-graduate courses; and proposals to develop a scheme to publicly recognise the efforts of firms that contribute to the fair access agenda.

The Trust's proposals were accepted in full by the Panel, included in its final report to Government and have since been accepted by Ministers. Furthermore, the Trust's Directors, Lee Elliot Major and James Turner, were asked to give oral evidence to the Department of Children, Schools and Families' Select Committee on the subject of access to the professions alongside Alan Milburn.

Pathways to Law

Our flagship project in this area is the Pathways to Law programme – a £1.5m initiative developed by The

Sutton Trust and The College of Law, with support from major law firms, to inspire and support academically-able students from non-privileged backgrounds interested in a career in law.

Modelled on a scheme developed at the University of Edinburgh, Pathways to Law was established in 2007 and is delivered by five universities – Leeds, London School of Economics, Manchester, Southampton and Warwick – in collaboration with the regional centres of the College of Law. The Pathways programme comprises a sustained series of interventions over two years: university-based sessions, including academic lectures and seminar discussions; careers and university advice; e-mentoring by current law students; a guaranteed work placement with a top law firm; a three-night residential conference; and the use of an electronic library of law-related information and news.

The third cohort of over 250 students joined the programme in



September 2009 and is due to complete the programme in July 2011. In total, at least 1,000 students will benefit from the scheme over the lifetime of the project. Initial tracking of the first group of students to the programme suggests a significant impact – with half being successfully admitted to leading

research-led universities and three quarters pursuing academic subjects which lead to a career in the law.

The coming year is likely to see an expansion of the project: with substantial backing from the College of Law, the project will extend to more universities and continue beyond its initial five year phase.



Access to the
Professions



Innovative University Admissions Schemes

Access to university – and particularly to research-led universities – has always been at the heart of the Trust's work. Despite investment over the last decade in summer schools and other outreach activity, the number of students from non-privileged backgrounds at our most selective universities and on prestigious courses remains depressingly low. Now, more than ever, there is a need to trial new approaches to redress the balance so that our universities recruit the brightest and best and to evaluate robustly the efficacy of these projects.



Review of Innovative Schemes

As a starting point for our work in this area we commissioned a comprehensive review of novel and ground-breaking university admissions schemes developed overseas, as well as initiatives from within the UK. A wide range of projects was identified, including a quota system in Ireland by which a certain proportion of undergraduate places are reserved for students from socio-economically disadvantaged backgrounds, and the percent schemes from the United States, whereby all high-performing students in public high schools are guaranteed a place within the state university system.

The review concluded that alternative admissions schemes that take into

account the different school and social backgrounds of disadvantaged students and use alternative tests and courses to assess academic potential are in widespread use across the world by highly selective universities. Importantly, all the studies that came to light suggested that students admitted through such programmes do at least as well academically as other students at university – and perhaps even more importantly prosper in life after graduation, often as leaders in their communities.

STAR programme

As a result of the review the Trust and its university partners developed an innovative access programme to pilot and evaluate in the UK, drawing on some of the best and most

transferable ideas from overseas. Sutton Trust Academic Routes (STAR), delivered in partnership with Leeds and Exeter Universities, is targeted at the top ten percent of bright but disadvantaged students in low progression schools in the vicinity of the two universities. It supports young people over three years through a programme of advice sessions, taster days, study skills and residential events – underpinned by the aim that many of them will be admitted to research-led universities.

Significantly – and in contrast to other schemes in this area – it begins in Year 11 so that it can influence students' A-level choices, which are often a stumbling block for non-privileged youngsters accessing research-led universities. Another innovative element to STAR is the idea of a 'guaranteed pathway' – so that students can see clearly from the beginning of the programme how they can realise a place at a top university and the individual steps they need to take to get there. The programme culminates in the possibility of a lower A-level offer to reflect the work the student has put in over the three year course and their commitment to the university.

Evaluation

Despite the substantial investment over the last ten years by government and others in widening access to university, the evidence of what works is far from solid. The outcomes of many programmes have not been recorded or the trajectories of students tracked; and even when



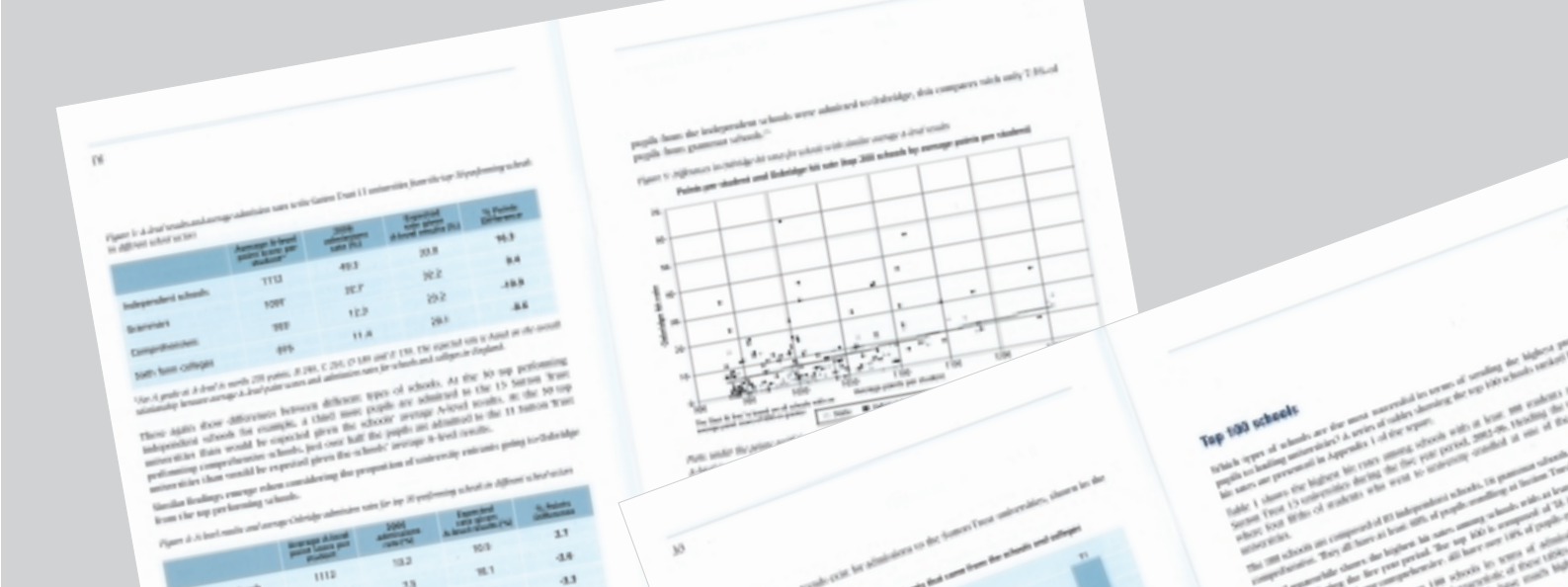
projects have been evaluated, it is difficult to say with any degree of certainty whether any positive results are due to that particular intervention. The Sutton Trust has always made evaluation of its projects a priority – particularly as our main aim is to encourage the development and growth of our programmes by others.

One of the most significant aspects of the STAR scheme is the way in which its impact is being assessed over a three year period by Durham University's Centre for Evaluation and Monitoring. The programme will be the first of its kind in the UK to be evaluated using a randomised control trial. While this approach is common in the US, it is rarely used in education research in the UK, but will tell us in the clearest terms to date whether the programme improves the life chances of young people.

Beyond its importance to STAR, in the short term we hope that the evaluation will provide a framework for assessing the efficacy of other projects of this kind so that the

widest possible evidence base can be created. In the medium term, the findings will be of huge relevance to the higher education sector and to the government as spending priorities are defined in a difficult economic climate.





Research

Research is at the heart of the Trust's work, informing our policy and project activities, as well as influencing the wider debates around educational inequality and social mobility. By the end of the year, the Trust will have published over 50 research reports based on the work of leading academics as well as internal analysis, while many more studies are on going.

School attainment and choices

How well pupils do in core academic subjects at school is a one of the most important factors determining future prospects later in life. But the stark gap in both academic results and qualification choices between disadvantaged pupils and their more privileged peers was a recurring and concerning theme of research published by the Trust during the year.

Attainment in deprived and advantaged schools

Researchers at the London School of Economics found that highly able pupils in the most deprived state schools on average achieve half a grade less per GCSE than highly able pupils in the most advantaged schools. The report suggested that these differences were due to a number of factors, including a 'peer effect' by which pupils benefit from being educated with other pupils

with high levels of attainment and low levels of deprivation.

The study also found that highly able pupils attending the poorest schools were ten times more likely to take a vocational qualification at age 14 than highly able pupils in the most advantaged schools. The report suggested that more children would realise their academic potential if there was a 'critical mass' of high achievers at every school. To achieve this, the Trust re-iterated its support for using ballots alongside other selection criteria in school admissions as the fairest way to decide which pupils gain school places at over-subscribed schools.

Educational backgrounds of scientists and scholars

Pursuing academic qualifications at school is also a prerequisite for accessing the country's research-led universities – the pipeline for many of the professions, including the world of academe. In the summer, the Trust published its latest survey

in its series of reports looking at the educational backgrounds of leading figures across a range of professions and high profile careers.

The report considered the school and university backgrounds of over 1,700 of the 2,200 Fellows of the Royal Society and British Academy. It found that 42 percent of the UK's top scientists and scholars were educated in independent schools – which make up only 7 percent of all schools. The proportion of top scholars from independent schools is higher than for university vice chancellors (27 percent) and MPs (32 percent), but less than leading journalists (54 percent), medics (51 percent) and judges (70 percent).

The report concluded that the dominance of the fee-paying sector looks set to continue into the next generation. Private school pupils were found to be up to five times more likely to achieve an A* grade at GCSE in core academic subjects, and account for more than one third of top grades in key A-level subjects like Physics, Chemistry, Economics and History.

Advice and guidance

The Trust believes that there is a growing need for students, particularly those from non-privileged backgrounds, to be guided through the increasingly varied and complex educational options now on offer in schools and universities. This made it all the more alarming that a report by Durham University for the Trust concluded that the provision of advice and guidance for teenagers at school has plummeted over the last 12 years.

The annual survey of over 20,000 15 and 16 year olds by Durham University showed the proportion of students reporting they had a formal careers advice meetings fell from 85 percent in 1997 to 55 percent in 2008.

The research suggested that hundreds of thousands of school pupils are now reaching the end of their compulsory education without receiving any formal advice on their future – and are subsequently having to rely on guidance from parents and families. The Trust believes that such a situation disproportionately disadvantages those from poorer homes, and that radical reforms are needed in the provision of information advice and guidance.

University aspirations and access

Students' Higher Education intentions

The annual Ipsos MORI poll for the Trust this year found that young people's aspirations towards higher education are the highest ever, with 77 percent saying they are fairly likely or very likely to enter university.

The findings, based on pupils aged 11-16 in state schools, came despite reports of poorer graduate job prospects in the recession, and cuts in the expansion of higher education. The 77 percent figure was up from 73 percent the previous year and was the highest since the poll was started seven years ago.

The findings highlighted a disconnect between students' aspirations and outcomes, as currently only one third

of young people enter higher education – less than half the proportion who say they are fairly likely or very likely to go to university when asked earlier in their education career.

Applications, offers and admissions to research-led universities

Separate research by the Trust and the Department for Business, Innovation and Skills found that even with the appropriate A-levels to secure a place, thousands of state school pupils do not apply to the country's most selective university degree courses.

The report revealed that pupils from top performing independent schools make on average twice as many applications to leading research universities than their peers from state comprehensive schools with similar average A-level results. Application rates from Further Education colleges, meanwhile, were less than half of those from other types of schools with similar average exam results.

The study also shows that if university participation patterns were the same for those in the state sector in England as independent school pupils with similar 'academic' A-level results, over 4,500 extra state school students each year could enter the 500 university courses with the most demanding entry qualifications.

On average, our schools are serving up a lesson in failure

Lee Elliot
Major
Opinion



Social mobility continuing to decline

Report calls for scheme to help poorer pupils

Power of this investment in social mobility is simplicity

Lee Elliot Major
Commentary

suggests that students on these alternative schemes do as well academically as others

State school pupils failing to seek top university places

It's time to be radical: parents should start paying a 'talent levy'

James
Turner



Public Profile

Ensuring our voice is heard in the debate around education and social mobility is one of our principal aims, giving our project and research work added impact. Our profile is built on robust research evidence, translated into accessible and policy relevant recommendations, communicated to those who can make a difference.

Throughout 2009 the Trust maintained a strong profile in the media, with over 150 mentions in the national press, and many more in local and regional newspapers, online and in the broadcast media. The Trust's Chairman, Sir Peter Lampl, was quoted on numerous occasions in the press, and the Trust's Directors also had a number of articles and letters published in response to particular policy developments and to promote our research and project priorities.

In March James Turner, the Trust's Projects and Operations Director, wrote in *The Daily Telegraph* that admissions ballots, used in conjunction with other criteria, are the fairest way of deciding who gets places at oversubscribed schools. In reaction to the Charity Commission's investigation into the public benefit test of six independent schools, James also highlighted in *The Independent* the steps that schools and government could take to help more disadvantaged students benefit from the opportunities on offer in the

fee-paying sector. James also appeared on *BBC London News* to explain the Trust's research on the extent of private tuition in the Capital – and the worry that this may further widen the gap between the haves and have nots.

Lee Elliot Major, the Trust's Research and Policy Director, raised concerns around the use of the new A* grade at A-Level in *The Times* early in the year. Lee wrote that this is 'a new way for the privileged to assert their advantage', and that the use of the grade could significantly obstruct the efforts of research-intensive universities to open themselves up to students from a wider range of backgrounds. In May, Lee was invited by *The Guardian* to comment on his 'big idea' for education, and focused on educational inequalities and the need to target resources more intensively on disadvantaged schools and students. Lee also commented in *The Times* on the release of the Milburn report on access to the professions and, towards the end of the year, wrote in

the same newspaper of his experience of visiting a KIPP school in Chicago. During the course of 2009 Lee made a number of appearances in the broadcast media, including interviews on BBC Radio 4's *Today Programme*, *BBC Television News* and *Sky News*.

The Trust continued to work behind the scenes too. Trust staff served on the National Council for Education Excellence, the Higher Education Funding Council's Widening Participation Committee, the Independent State School Partnerships Committee, as well as numerous Third Sector and other boards. We continued to meet with senior officials, education leaders, Ministers and Shadow Minister to promote the Trust's work and press for reform.



Bright pupils perform worse in deprived schools, warns charity

Diplomas could divide pupils, says survey

New way for privileged to assert their advantage





Future Developments

Significant challenges remain in improving social mobility and reducing education inequality in the UK. The Trust will continue to shed light on these issues through its research and to develop innovative policies and programmes to benefit non-privileged children and young people. In a broad and increasingly busy field, we aim to identify a niche; a gap in provision where we can have most impact.

Research

A number of studies are due for completion in 2010, including some intended to inform debate in the run up to and post the General Election. Of particular interest will be a study from Buckingham University on social segregation in the school system based on the home postcodes of school pupils in England. The study will be the most comprehensive of its kind and will tell us how reflective schools are of their local communities – and how this mirrors, or not, academic results. Importantly, this will be the first study the Trust has published on this issue since reform of the school admissions code in 2006.

On the higher education front, we will be publishing a further report from the Institute of Education which will map the progress of students from schools, through further education and into university. The research will tell us about the impact of school type on progression to

higher education – and the characteristics of the state schools that do particularly well (and particularly badly) at getting students into university once other factors are accounted for.

Two projects looking at social mobility trends are also due for release in the middle part of 2010. One, from Essex University, is using the latest data to look at how education mobility has changed for the most recent cohort of young people educated under Labour, and how England now compares with other developed countries. The second will examine the factors that underpin the low levels of social mobility that previous research has found to be a characteristic of this country.

Cost-effective ways to boost social mobility

2010 will also see us take forward the work the Boston Consulting

Group began in the latter part of 2009 on the cost effectiveness of a range of innovative policies to boost mobility. Looking at what works from around the world and seeing how it might be applied in the UK has always been a feature of the Trust's work. Future cuts in public spending make this all the more important in a context in which we must make sure that every investment in educational opportunity counts.

The BCG analysis, which the group kindly undertook on a pro bono basis, quantifies the lifetime financial returns to the individuals who are likely to benefit from a series of policies, compared to the cost of their implementation. The analysis then ranks the policies on a series of metrics – not only cost effectiveness, but also scale, political palatability, ease of implementation and others – resulting in their categorisation as initiatives the Trust should develop further, pilot with others, advocate to government, or that it should not take forward at all. We hope that a number of the policies proposed will begin to be implemented during the course of the coming year.

KIPP and 'no excuses' schools

A major development in the next year and beyond promises to be the Trust's involvement in 'no excuses'-style schools in the UK. These schools – typified by an extended school day, a focus on university progression, a strong culture of discipline and a concentration on the most disadvantaged – originated in the United States and have reported



excellent results in terms of raising achievement and aspirations. Most prominent among the US Charter Schools working in this way are the Knowledge is Power Programme – or KIPP – schools, founded by two Teach for America alumni.

The Trust is reviewing the evidence on the impact of these schools and the elements which make them, seemingly, successful, even with the most deprived young people. A handful of Academies in England are already operating along these lines and we are hoping to work with their sponsors to evaluate the efficacy of the schools and to develop ways of spreading the model to other schools working in challenging circumstances.

replicable and innovative projects in this area. This will be focussed specifically at growing good ideas that are currently small scale – and introducing new projects to the UK which have had proven success overseas. The Fund will draw on the organisational and capacity building expertise of Impetus and the research and policy expertise of the Trust to create a partnership that we hope will make a significant and lasting difference to the landscape.

Early Intervention Fund

The evidence around life chances points conclusively to the importance of the early years – so that young people have the best possible start in life and that this is built on in the primary phase. In the coming year the Trust will be working with the Impetus Trust to launch a significant fund to support and develop



Future
Developments

Summary Financial Statements

Statement of Financial Activities for the Year Ended 31st December 2009

	Unrestricted Funds 2009 £	Restricted Funds 2009 £	Total Funds 2009 £	Total Funds 2008 £
Incoming resources				
Incoming resources from generated funds:				
Voluntary income – donations	1,322,532	321,197	1,643,729	4,682,585
Investment income – bank interest	4,596	–	4,596	84,827
Other incoming resources				
– foreign exchange gains	–	–	–	18,859
– other miscellaneous income	1,350	–	1,350	–
Total incoming resources	<u>1,328,478</u>	<u>321,197</u>	<u>1,649,675</u>	<u>4,786,271</u>
Resources expended				
Costs of generating funds	–	–	–	333,788
Charitable activities:				
Cost of grant giving	1,803,907	295,589	2,099,496	3,889,727
Governance	29,332	–	29,332	36,767
Foreign exchange Loss	7,425	–	7,425	–
Total resources expended	<u>1,840,664</u>	<u>295,589</u>	<u>2,136,253</u>	<u>4,260,282</u>
Net (outgoing)/incoming resources in the year	(512,186)	25,608	(486,578)	525,989
FUNDS BROUGHT FORWARD AT 1st JANUARY 2009	<u>1,350,481</u>	<u>–</u>	<u>1,350,481</u>	<u>824,492</u>
FUNDS CARRIED FORWARD AT 31st DECEMBER 2009	<u>£ 838,295</u>	<u>£ 25,608</u>	<u>£ 863,903</u>	<u>£1,350,481</u>

The Statement of Financial Activities includes all gains and losses recognised in the year.

All incoming resources and resources expended derived from continuing activities.

Balance Sheet as at 31st December 2009

	2009		2008	
	£	£	£	£
FIXED ASSETS		85,195		105,432
CURRENT ASSETS				
Debtors	271,563		131,108	
Cash at bank and in hand	847,578		1,775,733	
	<u>1,119,141</u>		<u>1,906,841</u>	
CREDITORS – amounts falling due within one year		<u>(340,433)</u>		<u>(661,792)</u>
NET CURRENT ASSETS		<u>778,708</u>		<u>1,245,049</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		<u>£863,903</u>		<u>£1,350,481</u>
FUNDS				
Unrestricted Income Fund		838,295		1,350,481
Restricted Income Fund		<u>25,608</u>		<u>–</u>
TOTAL FUNDS AT 31st DECEMBER 2009		<u>£863,903</u>		<u>£1,350,481</u>

Independent Auditors' Statement to the Trustees of The Sutton Trust

We have examined the summarised financial statements for the year ended 31st December 2009 set out on pages 20 and 21.

Respective responsibilities of the Trustees and the auditor

The Trustees are responsible for preparing the summarised financial statements in accordance with applicable United Kingdom law and the recommendations of the charities SORP.

Our responsibility is to report to you our opinion on the consistency of the summarised financial statements with The Sutton Trust's full annual financial statements and Report of the Trustees. We also read other information contained in the summarised annual report and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements. We conducted our work in accordance with Bulletin 2008/3 issued by the Auditing Practices Board.

Opinion

In our opinion the summarised financial statements are consistent with The Sutton Trust's full annual financial statements and the Report of the Trustees for the year ended 31st December 2009.

Rawlinson & Hunter
Statutory Auditors, Eighth Floor, 6 New Street Square, London EC4A 3AQ
16 April 2010

Trustees' Statement

The summarised financial statements on pages 20 and 21 are extracted from the full annual financial statements which have been audited and on which an unqualified opinion was issued by the auditors. The full financial statements were approved by the Trustees on 16 April 2010 and a copy has been submitted to the Charity Commission.

Sir Peter Lampl, Chairman



Grants in 2009

University Projects

Bristol University – Summer School
Cambridge University – Summer School
Cambridge University – FE Summer School
Cambridge University – PREP course
Cambridge University – STEP Easter School
Edinburgh University – Educated Pass
Exeter University – Excited About Science course
Imperial College – Maths Summer School
Leeds University – Reach for Excellence
Nottingham University – Summer School
Oxford University – Summer School
Pathways to Law – Leeds University
Pathways to Law – LSE
Pathways to Law – Manchester University
Pathways to Law – Southampton University
Pathways to Law – Warwick University
St Andrews University – Summer School
York University – Advising the Advisers

School Projects

Pate's Grammar School Curriculum Enrichment Project
Primary Teachers' Pack – Liverpool University

Early Years Projects

Early Explorers Project

Room to Play

Research

Attainment and Disadvantage – London School of Economics

Can Financial Incentives Enhance Educational Outcomes? –
Institute for Effective Education, University of York

Evaluation of the Reach for Excellence Programme –
National Foundation for Educational Research

Evaluation of Pate's Curriculum Enrichment Project – Durham University

Income Related Gaps in School Readiness – London School of Economics

Innovative University Admissions Worldwide

Inequality in Achievement During Adolescence – Essex University

Ipsos MORI Young People's Survey

Ipsos MORI Social Mobility Survey

Ipsos MORI Teachers Survey

Postgraduate Education and Intergenerational Mobility –
London School of Economics

Role of Schools in Widening Participation – Institute of Education

Review of Academic selection – University of Buckingham

Social Segregation in Schools – University of Buckingham

Teach Primary report

University Admissions by Individual Schools update

Understanding the Mechanisms Behind Intergenerational Persistence:
A Comparison Between the US and UK – The University of Surrey



Synopsis

Governing Instrument	Declaration of trust dated 29 October 1997 and the supplemental Deed dated 19 December 1997
Trustees	Sir Peter Lampl Lady Karen Lampl (retired May 2009) Glyn Morris David Backinsell
Chairman	Sir Peter Lampl
Adviser to Trustees	David Hall
Director of Research and Policy	Lee Elliot Major
Director of Projects, Policy and Operations	James Turner
Early Years Manager	Laura Barbour
Trust Administrator	Laura Sparshot
Office Manager	Anna Fellows
Advisory Board	Sir Eric Anderson Glenn Earle David Gregson Michael Oakley George Walden CMG Sir David Winkley
Objects of Charity	The Trustees shall apply the income of the Trust to charitable purposes in whatever manner the Trustees, in their absolute discretion, think fit.
Solicitors	Taylor Wessing 5 New Street Square, London EC4A 3TW
Bankers	Citibank N.A. 41 Berkeley Square, London W1J 5AN Royal Bank of Scotland 71 Bath Street, St Helier, Jersey JE4 8PJ
Auditors	Rawlinson & Hunter 6 New Street Square, London EC4A 3AQ
Charity Address	111 Upper Richmond Road, Putney, London SW15 2TJ
Charity Registration Number	1067197



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